

1914  
42 UNITED STATES BUREAU OF EDUCATION

BULLETIN, 1914, NO. 42

WHOLE NUMBER 616

## MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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DECEMBER, 1914



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1914

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## MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Introductory notes. Publications of associations. Educational history and biography. Current educational conditions. Pedagogics and didactics. Educational psychology. Child study. Special subjects of curriculum. Kindergarten and primary school. Rural education. Secondary education. Teachers' training and professional status. Higher education. School administration. School management. School architecture. School hygiene and sanitation. Sex hygiene. Physical training. Play and playgrounds. Social aspects of education. Child welfare. Moral education. Religious education. Manual and vocational training. Vocational guidance. Agriculture. School gardens. Home economics. Commercial education. Professional education. Civic education. Boy scouts. Education of women. Negroes and Indians. Education of defectives. Education extension. Libraries and museums. Bureau of Education. Recent publications. Bulletin of the Bureau of Education.

### INTRODUCTORY NOTES.

The following are prominent books listed in this bulletin, the numbers in parentheses referring to the numbers of the full entries: Small, Early New England schools (1671); Curtis, Dramatic instinct in education (1689); Thorndike, Measurement of ability in reading (1713); Principles of secondary education, edited by Paul Monroe (1766); Bronson, History of Brown university (1783); Bowen, Safeguards for city youth (1820); Briscoe, Economics of efficiency (1831); Bricker, Agricultural education for teachers (1847); Kahn and Klein, Principles and methods in commercial education (1852); Reeves, Care and education of crippled children in the United States (1869).

The addresses of most of the periodicals represented in this number may be found by reference to the list at the end of this record for September, 1914.

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed may ordinarily be obtained from their respective publishers, either directly or through a dealer, or in the case of an association publication, from the secretary of the issuing organization.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

## CURRENT EDUCATIONAL PUBLICATIONS.

## PUBLICATIONS OF ASSOCIATIONS.

1653. Catholic educational association. Report of the proceedings and addresses of the eleventh annual meeting, Atlantic City, N. J., June 29 to July 3, 1914. Columbus, Ohio, Catholic educational association, 1914. 403 p. 8°. (Catholic educational association bulletin, vol XI, no. 1, November 1914) (Rev. Francis W. Howard, secretary, Columbus, Ohio)  
 Contains: 1. J. A. Burns: Correlation and the teaching of religion, p. 37-44; Discussion, p. 44-49. 2. Patrick Cummins: Discipline or liberty, p. 50-59. 3. Augustine Stocker: Liberal education, p. 71-84; Discussion, p. 84-87. 4. Adam Hoffman: Mathematics in high schools and colleges, p. 97-108; Discussion, p. 108-12. 5. Brother Julian: English in the high school, p. 113-28; Discussion, p. 123-28. 6. Brother Richard: Special methods of presenting mathematics in secondary schools, p. 127-36. 7. J. B. Nichols: Present-day tendencies in education, p. 143-53; Discussion, p. 153-58. 8. Albert Muntzsch: The relation of vocational to non-vocational courses, p. 158-74; Discussion, p. 175-85. 9. Brother Henry: Delinquency and its remedies, p. 205-15; Discussion, p. 215-19. 10. C. J. Holland: The Bible and the school, p. 220-33; Discussion, p. 233-35. 11. J. A. Dillon: Technical grammar, its place in the elementary school curriculum and its terminology, p. 235-44; Discussion, p. 244-45. 12. J. A. Waldron: The organization of a diocesan school system, p. 254-66; Discussion, p. 266-68. 13. G. Austin: When and how may written examinations be made with profit in a parish school? p. 268-75. 14. Sister Margaret Mary: The advantages of a central Catholic high school, p. 286-95. 15. Sister Mary de Lourdes: To what extent should our parish schools teach current events, and how? p. 296-301. 16. Sister Helen Angela: Some aspects of the subject of character building, p. 302-22. 17. Sister Mary John: To what extent can the parish school be used as a social center? p. 322-26. 18. M. M. Gerend: Twenty-five years with the deaf, p. 329-39.

1654. Illinois music teachers' association. Official report . . . seventy-sixth annual convention, Aurora, Ill., May 12-15, 1914. 130 p. 8°. (Herbert O. Merry, secretary treasurer, Lincoln, Ill.)  
 Contains: 1. Walter Spry: The proper balance between classical and modern music for teaching material, p. 23-26. 2. T. N. MacBurney: The voice teacher's problem from the student's viewpoint, p. 40-47.

1655. International congress of students. 8th, Ithaca, N. Y., August 29-September 19, 1913. Addresses and proceedings. Ithaca, N. Y., Cornell Cosmopolitan club [1913] 211 p. illus. 8°.  
 Contains: Papers on the Cordel fratres movement, discussion on future organization of Cordel fratres, and papers on student bodies not yet affiliated with it; Public addresses by invited speakers, and miscellaneous papers by members of the Congress.

1656. Iowa state teachers' association. Proceedings of the fifty-ninth annual session . . . held in Des Moines, Iowa, November 6-8, 1913. 224 p. 8°. (O. E. Smith, secretary, Indianola, Iowa)  
 Contains: 1. J. H. Beveridge: Increasing the efficiency of our schools, p. 27-34. 2. A. M. Deyoe: The educational outlook in Iowa, p. 34-42. 3. H. M. Bell: Federal standardization of American colleges, p. 59-63. 4. W. A. Jessup: The theory of the correlation of cultural and vocational education, p. 63-67. 5. A. C. Fuller, Jr.: Community work for boys and its relation to public schools, p. 76-81. 6. F. A. Welch: How much tuition shall be charged in the public schools of Iowa, p. 81-86. 7. W. A. Jessup: Variations and standards, p. 86-89. 8. I. H. Hart: Vocational training in the rural schools: how much and how? p. 93-95. 9. O. E. French: The county superintendent, his standing and leadership, p. 100-108. 10. F. L. Mahannah: Home economics in relation to normal training in high schools, p. 108-109. 11. Ethel I. Shank: Has the law concerning stimulants and narcotics been obeyed? Its effect upon the pupil, p. 120-22. 12. Blanche L. Roser: Domestic science—necessary equipment—how manage it with a crowded program, p. 140-42. 13. Catharine Gardner: The new problem in education and how another section is solving it, p. 144-50. 14. Herbert Martin: The place of home economics in the curriculum, p. 151-58.

15. R. V. Coffey: "The breach between the high school commercial course and college entrance requirements," from the viewpoint of the colleges and universities, p. 158-63. 16. G. N. Merry: Some defects of interscholastic debate, p. 179-88.

1657. Kentucky educational association. Proceedings . . . forty-second annual session, Louisville, Ky., April 30 to May 3, 1913. 305 p. 8°. Contains: 1. C. D. Lewis: The value of new movements in education, as seen by the industrial college, p. 33-37. 2. H. S. Barker: Value of new movements in education—from the standpoint of the state university, p. 37-40, 42-44. 3. R. G. Stott: Value of new movements in education from viewpoint of the normal schools, p. 44-47. 4. A. J. Kinnaman: The state normal school as a factor in rural development, p. 48-50. 5. R. H. Crossfield: Pensions for teachers, p. 52-59. 6. H. O. Sluss: The fundamental basis of vocational education, p. 59-60, 62-63. 7. J. W. Ireland: Social aim in education, p. 63-69. 8. J. H. Bentley: Community service of the small high school, p. 69-70, 72-74. 9. Henry Exall: The teacher's agricultural opportunity and responsibility, p. 74-80, 82-83. 10. M. M. Faubgnder: The making of citizens, p. 86-90. 11. R. L. French: The health of children; the old problem and the new solution, p. 102-107. 12. S. D. Wetherby: Higher standards in school architecture, location, environments, yards, pictures, health, p. 134-48. 13. P. M. Moore: Cooperation of county, city, and graded school boards in the establishment of county high schools, p. 138-40, 142-46. 14. B. F. Stanton: Some features of our compulsory education law, p. 158-60, 162-63. 15. J. C. Frederick: The relation of the school board to the community and the teachers, p. 163-66. 16. J. C. Strother: The relation of the board of education to the community and teaching force, p. 168-69. 17. J. H. Hoskinson: The professional training of high school teachers, p. 169-70, 172-74. 18. W. N. Shuckford: Industrial training in a small city high school, p. 173-76. 19. R. B. Rubins: First-year pupils of the high school—their interests and their needs, p. 176-80, 182. 20. R. A. Edwards: Latin as an instrument of teaching, p. 183-88. 21. E. E. Wood: Literature and the hand's breadth on the moor of materialism, p. 189-90, 192-96. 22. Elsie Flexner: Domestic science in the departmental centers, Louisville public schools, p. 197-200. 23. Anna M. Johns: Feeding the children from the open-air school, p. 201-204. 24. Elisabeth L. Cowan: Vocational education in Indiana encouraged by recent legislation, p. 208-12. 25. Mary Edmonds: The newer civics teaching and community life, p. 222-26. 26. W. B. Ward: The problem of history and civics in the rural schools, p. 226-37.

1658. — Proceedings . . . together with the addresses delivered at the meeting of the Association, forty-third annual session, Louisville, Ky., April 29 to May 2, 1914. 315 p. 8°. (T. W. Vinson, secretary, Louisville, Ky.)

Contains: 1. H. A. Sommers: The mission of the press, p. 28-30, 32. 2. W. G. Frost: What depends on the teacher? p. 43-45. 3. T. J. Coates: How to finance a state school system, p. 46-50, 52. 4. W. P. Burris: How adapt a school to the needs of the community it serves, p. 52-50, 62. 5. J. G. Crabbe: How may a state train its teachers? p. 62-67. 6. E. O. Holland: Retardation: its causes and remedies, p. 70, 72-77. 7. Mrs. R. P. Halleck: Prevocational training, p. 77-80, 82-86. 8. A. E. Winship: The appreciation of appreciation, p. 87-90, 92-95. 9. E. L. Dix: The county high school as a factor, p. 96-100, 102. 10. R. S. Eubank: The demonstration school as a method of popularising school work, p. 102-104. 11. M. B. Adams: Education for leadership, p. 104-109. 12. E. E. Wood: Education, its enhancement of values p. 109-10, 112-16. 13. A. C. Burton: Education as a productive power, p. 116-20. 14. J. C. Acheson: Cooperation between the public school and the college, p. 132-38. 15. J. H. Bisley: Examining teachers and determining their efficiency, p. 138-40, 142-46. 16. Anna Lillard: The Montessori system as shown in its application to the city and country child, p. 158-60, 162-66. 17. Lida C. Obenchain: The cultural value of hand-weaving and basketry, p. 169-70, 172-79. 18. Mrs. A. E. Jones: Domestic science in the elementary school, p. 180, 182-88. 19. O. L. Reid: Relation of the high-school course to the community, p. 190, 192-94. 20. R. T. Hinton: Botany as an entrance unit to college, p. 194-99. 21. R. P. Halleck: One phase of English teaching, p. 226-30, 232. 22. J. H. Bentley: The relative value of German and Latin in the small high school, p. 236-40. 23. Nettie B. Depp: The school as a social center, p. 246-50.

1659. **Maryland state teachers' association.** Forty-seventh annual meeting . . . Ocean City, Md., June 29 to July 2, 1914. 168 p. 8°. (H. W. Caldwell, secretary, Chesapeake City, Md.)  
 Contains: 1. M. B. Stephens: The proposed Maryland school survey, p. 12-16. 2. E. F. Buchner: [The admission of high-school students to the Department of engineering of Johns Hopkins university], p. 95-102; Discussion, p. 102-12. 3. J. E. Metzger: How the rural school can best fulfill its mission, p. 120-28. 4. Harry Haywood: The possibilities of the rural school, p. 128-34. 5. J. M. McVey: [Cooperation of home and school], p. 135-39.

1660. **National league of nursing education.** Proceedings of the twentieth annual convention . . . held at St. Louis, Mo., April 23-29, 1914. Baltimore, Williams & Wilkins company, 1914. 309 p. 8°. (Sara E. Parsons, secretary, Boston, Mass.)  
 Contains: 1. George Dock: Essentials of professional education, p. 73-85. 2. M. Adelaide Nutting: Hospital trustees and the training school, p. 85-92. 3. Elizabeth Burgess: Admission standards for schools of nursing, p. 141-45; Discussion, p. 145-65. 4. Isabel M. Stewart: The proposed course of study, p. 198-201; Discussion, p. 201-8. 5. Eva Mack: The visiting teacher, p. 248-49; Discussion, p. 249-51. 6. Annabella McCrae: Teaching of practical nursing, p. 252-56. 7. Helen Bridge: Equipment for teaching in schools of nursing, p. 256-62. 8. Martha Enklund: The use of the laboratory method in the training of nurses, p. 263-69; Discussion, p. 270-80.

1661. **North Carolina teachers' assembly.** Proceedings and addresses of the thirtieth annual session . . . at Raleigh, November 26-29, 1913. Raleigh, Edwards and Brightmon printing co., state printers, 1914. 206 p. 8°. (E. E. Sams, secretary, Raleigh, N. C.)  
 Contains: 1. J. D. Eggleston: Hitting education to life, p. 44-57. 2. A. C. Reynolds: A professional body of teachers for North Carolina and suggestions how to secure and maintain such a body, p. 63-67. 3. W. H. Kilpatrick: The Montessori system in the light of the best American educational theory, p. 68-71. 4. E. C. Branson: Know-your-home-state clubs, p. 79-87. 5. R. T. Wyché: Story telling, p. 96-94. 6. Ella V. Dobbs: Handwork in the primary grades, p. 111-19. 7. W. H. Kilpatrick: Dewey's doctrine of interest, p. 129-31. 8. L. M. Hardy: Saving the child by lifting the teacher's burden, p. 132-36. 9. R. H. Lathum: The problem of early adolescence in the grammar grades. To what extent should the physical and mental changes of grammar-school pupils be recognized? p. 139-46. 10. Hoy Taylor: Standardization of teachers' efficiency, p. 158-63. 11. A. T. Allen: What are standards for measuring educational products? How secured and of what value to the profession? p. 163-84. 12. C. L. Coon: Some needed text-book reforms, p. 192-94. 13. J. L. Harris: Economy in a longer school term and a longer daily session; vacation schools; controlling periods, p. 195-98. 14. May H. B. Muffley: Value of public school music, p. 209-202. 15. Ethel L. Harris: What shall be the character of musical education in the public schools? p. 204-10. 16. J. Y. Joyner: Our task and our opportunity, p. 222-25. 17. J. D. Eggleston: The opportunity of the county superintendent, p. 226-33. 18. C. L. Raper: Taxation and the high school: how to obtain funds for effective high schools, p. 236-40. 19. R. H. Wright: Is vocational training practical in the case of the average North Carolina high-school student? p. 244-47.

1662. **North central association of colleges and secondary schools.** Proceedings of the nineteenth annual meeting . . . held at Chicago, Ill., March 20-21, 1914. Pub. by the Association, 1914. 163 p. 8°. (T. A. Clark, secretary, Urbana, Ill.)  
 Contains: 1. F. N. Scott: President's address. Efficiency for efficiency's sake, p. 5-16. 2. H. E. Brown: A suggested plan for the reorganization of the American high schools, p. 17-30. 3. George Buck: The suggested plan in relation to the elementary and grammar schools, p. 30-38. 4. C. B. Curtis: The suggested plan in relation to the community, college, and university, p. 34-42. 5. K. C. Babcock: The problem of special and conditioned students, p. 74-79. 6. L. A. Weigle: Special and conditioned students in colleges in the North central territory, p. 79-87. 7. T. F. Holgate: Special and conditioned students in colleges in North central territory, p. 87-91. 8. Report of the Committee on the revision

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of the definition of unit, and to investigate the practice of colleges in the admittance of students with conditions who have not at least fourteen units to their credit, p. 101-18. 9. C. E. Chadsey: Responsibility for moral instruction in the secondary schools, p. 126-37. 10. W. J. S. Bryan: Responsibility for moral instruction in secondary schools, p. 137-44.

1603. **Ohio college association.** Transactions of the forty-fourth annual meeting . . . held at Columbus, Ohio, April 10-11, 1914. [Pub. by the Association, 48 p. 8°.] (E. A. Miller, secretary, Oberlin, Ohio.)

Contains: 1. R. M. Hughes: A possible basis for judging the efficiency of a college administration; p. 22-33. 2. P. R. Kolbe: The history of the municipal university movement in Akron, p. 34-38. 3. C. W. Chamberlain: Coeducation, p. 39-46.

1604. **Texas state teachers' association.** Proceedings and addresses . . . Sixty-fifth annual meeting, November 27-29, 1913. Dallas, Texas. 394 p. 8°. (T. D. Brooks, secretary, Hillsboro, Texas.)

Contains: 1. P. P. Claxton: An efficient democracy, p. 18-28. 2. P. F. Stewart: The function of the county superintendent in promoting rural interests, p. 34-44. 3. C. E. Evans: Training teachers for rural service, p. 36-40. 4. F. M. Bradley: The rural life situation in Texas, p. 40-47. 5. P. P. Claxton: The rural life problem in America, p. 47-58. 6. W. A. McKeever: A new constructive philosophy of education, p. 56-59. 7. C. M. Bishop: The place of religion in the education of children, p. 74-78. 8. O. B. Colquitt: Our public school system, p. 78-87. 9. W. S. Sutton: The school board as a factor in educational efficiency, p. 109-13. 10. Mrs. D. B. Lyons: The junior civic league and its value, p. 113-15. 11. A. C. Ferguson: The need of a more flexible curriculum for our high schools, p. 145-50. 12. Lina Perlitz: The direct method and conditions in our public schools, p. 201-204; Discussion, by R. L. Bieseke, p. 204-206. 13. What can be done to increase the efficiency of the rural schools—From the viewpoint of the state department of education [by], R. B. Blandon, p. 221-25; From the viewpoint of the state normal college [by], H. F. Estill, p. 225-29. 14. F. M. Bradley: What can be done to increase the efficiency of the rural schools, p. 229-30. 15. G. D. Staton: What tests should the county superintendent use in visiting schools to determine the efficiency of work? p. 241-45. 16. G. E. Carter: Manual training schools for a small-sized city, p. 259-62.

1605. **Western drawing and manual training association.** Proceedings of meeting held at Milwaukee, Wis., May 6-9, 1914. [Bloomington, Ill., Pantagraph printing and stationery company, 1914] 204 p. 16 p. 8°. (W. H. Henderson, secretary, Milwaukee, Wis.)

Contains: 1. R. W. Selvidge: The president's address, Our field of service, p. 19-22. 2. C. G. Pearce: Present-day psychological and educational aspects of the fine and applied arts, p. 23-28. 3. H. H. Beirley: General vs. special education. A discussion of relationship between cultural and vocational subjects, p. 29-34. 4. L. D. Harvey: Teaching design in the public schools, p. 4-52. 5. E. J. Lake: Striking a balance between theory and practice in the fine arts, p. 53-65. 6. R. W. Himmelick: The exhibits, from the standpoint of the child's environment, p. 72-78. 7. W. H. Henderson: How may manual training contribute more to vocational preparation? p. 80-87. 8. C. A. Bennett: How may manual training retain its earlier educational values? p. 88-93; Discussion, p. 93-95. 9. Emma Conley: Aims and methods of teaching household arts in the grades, p. 96-100. 10. Flora E. Henke: Aims and methods in teaching household arts in the high school, p. 101-3. 11. Ora A. Blanchard: Aims and methods in teaching household arts in the trade school, p. 104-6; Discussion, p. 106-8. 12. W. E. Hicks: Continuation schools: shall they be general improvement schools or vocational schools? p. 109-16. 13. S. J. Vaughn: The boy and the print shop, p. 117-22.

1606. **Wisconsin teachers' association.** Proceedings of the sixty-first annual session held at Milwaukee, November 6-8, 1913. Madison, Wis., Democrat printing company, 1914. 246 p. 8°. (M. A. Bussewitz, secretary, State normal school, Milwaukee, Wis.)

Contains: 1. Woods Hutchinson: Heredity in education, p. 32-36. 2. J. A. Puffer: The boy and his gang, p. 48-46. 3. J. A. Puffer: Vocational guidance,

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p. 49-50. 4. W. A. Quaple: Books as a delight, p. 54-71. 5. Mary D. Bradford: Health first, p. 71-76. 6. O. T. Carson: Is the public school a failure? p. 77-78. 7. T. L. Jones: What ails Wisconsin high schools, p. 80-85. 8. E. C. Elliott: Efficiency tests of the general management and supervision of school systems, p. 91-93; Discussion on school efficiency tests, by F. W. Broer, p. 93-97. 9. W. A. McKeever: School libraries in rural communities, p. 111-13. 10. C. G. Pearce: Vocational guidance in the public schools, p. 113-15. 11. G. E. Wulff: Plan and purpose in the Gary vocational schools, p. 115-24. 12. C. G. Pearce: Relation of the superintendent of schools to the school board, p. 126-30. 13. S. R. Lewis: School heating and ventilating problems, p. 130-36. 14. G. J. DeGellecke: Schoolhouse construction, p. 137-40. 15. Nina C. Vandewalker: Kindergarten progress in the United States, p. 140-45. 16. J. A. H. Keith: The place and function of the kindergarten, p. 145-49. 17. Thomas Diamond: The preparatory department of the Milwaukee public school of trades for boys, p. 186-92. 18. Raymond Riordan: The creation of a conscious citizenship, p. 201-14. 19. C. G. Pearce: Provision in the public schools for children subnormal intellectually, p. 218-20. 20. O. H. Lowe: Standards of promotion in the grammar grades, p. 224-33. 21. H. W. Schmidt: Manual training and intelligence, p. 234-40. 22. W. A. McKeever: Vital cooperation in school work, p. 241-44.

## EDUCATIONAL HISTORY AND BIOGRAPHY.

1667. Addington, Robert M. The old-time school in Scott county. East Radford, Va., State normal school for women, 1914. 36 p. front. 8". (The Radford normal bulletin, vol. 2, no. 2, August 1914.)

1668. Boyd, William K. Finances of the North Carolina literary fund. South Atlantic quarterly, 13: 361-70, October 1914.  
A very interesting history of the literary fund, which provided for educational expenditures from the year 1838. Describes the investments of the fund, etc. The legal existence of the fund was terminated by the ratification of the constitution of 1868.

1669. Knight, Edgar W. Some fallacies concerning the history of public education in the South. South Atlantic quarterly, 13: 371-81, October 1914.  
Also separately reprinted, 13 p.  
Says: "Whatever may have been the gifts of Reconstruction to the education in the South, it can not be concluded, from the evidence available, that the Southern States owe their public-school systems to the years 1868 to 1876." The Reconstruction régime, however, stimulated education in a number of ways, namely: in provisions for "a uniform system of taxation for school support"; the incorporation of specific and mandatory provisions for education in the various state constitutions; and for negro education.

1670. Prüfer, Johannes. Friedrich Fröbel. Leipzig und Berlin, B. G. Teubner, 1914. 116 p. 12". (Aus natur und geisteswelt. 82. Mindchen.)

1671. Small, Walter Herbert. Early New England schools. Boston and London, Ginn and company, 1914. 401 p. 8".  
Bibliography: p. 397-401.  
Aims "not so much to furnish the author's opinions and conclusions, as to furnish the material from which the reader may form his own opinions and conclusions. With this in view, much is given directly from the old records. . . . The order is that of the logical development of the schools through their various transition periods, with such excerpts from the laws as show the growth in legal power."

1672. Smith, T. Berry. Some educational history of Missouri Methodism. Bulletin of the Board of education of the Methodist Episcopal church, South, 4: 131-54, November 1914.  
Gives sketches of the institutions that are in active operation under Methodist title.

1673. Watson, Foster. The humanists of Louvain. Nineteenth century, 76: 765-75, October 1914.  
Historical sketch of higher education in Louvain, Belgium. Reviews careers of Brusseus, Nicholas Cenard, Viven, etc. Rise of the University of Louvain.

## CURRENT EDUCATIONAL CONDITIONS.

1674. **Asplund, Rupert F.** The present-day viewpoint in education. *New Mexico journal of education*, 11: 29-32, November 1914.  
Abstract of an address delivered at the Mountainair Chautauqua, August 6, 1914.

1675. **Association of collegiate alumnae. California branch.** School survey class. Some conditions in the schools of San Francisco; a report made by the School survey class of the California branch of the Association of collegiate alumnae. May 1st, 1914. What kind of education shall San Francisco buy in 1914-1915? [San Francisco, 1914] 96 p. illus. 8°.

1676. **Buisson, F.** Durant la guerre, que peut faire l'école pour la patrie? *Manuel général de l'instruction primaire* (Paris) 82: 37-38, November 7, 1914.  
The school must control and calm the naturally nervous children and thus save their vitality. Neither work nor discipline should or need suffer. The anguish and torment of this troubled time may then become a school of character and sentiment, yielding "un enseignement de sang-froid et d'énergie."

1677. **Butler, Nicholas Murray.** The great war and its lessons. *Educational review*, 48: 308-74, November 1914.  
Address at the opening exercises of the academic year of Columbia university, September 23, 1914.

1678. **Chomley, V. I.** Post-primary education in Western Australia. *Journal of education* (London) 40: 787-80, November 2, 1914 (supplement). Vocational and other educational activities described.

1679. **Cooper, Clayton Sedgwick.** The modernizing of the Orient. New York, McBride, Nast & company, 1914. 853 p. illus. 8°.  
Includes chapters on the following topics: Old Egypt in training; Reforms in Egyptian education; Student life in India; Young China and education; Modernizing the Filipinos; The spirit of education in the Sunrise kingdom.

1680. **Harnack, Adolph von.** Germany and the present war. *Educational review*, 48: 325-31; November 1914.  
Preservation of German culture, etc. An address delivered at a German-American meeting held in the Berlin city hall, August 11, 1914.

1681. **Vermont.** Commission to investigate the educational system and conditions of Vermont. Report. [Brattleboro, Vermont printing company] 1914. 150, [1] p. 4°.

1682. **Vinogradoff, Paul.** Russia and the present war. *Educational review*, 48: 332-40, November 1914.  
Contrast between German and Russian conceptions in matters of culture.

1683. **Wilson, Samuel Tyndale.** The Southern mountaineers. [4th rev. ed.] New York city, Literature department, Presbyterian home missions, 1914. 202 p. illus. 12°.

## PEDAGOGICS AND DIDACTICS.

1684. **Alderman, L. R.** A vision for 1914. *Journal of education*, 80: 395-96, October 29, 1914.  
An address which Superintendent L. R. Alderman of Portland, Oregon, gave his teachers at the opening of the school year.

1685. **Armstrong, Henry E.** The place of wisdom (science) in the state and in education. *Nature*, 94: 218-19, October 22, 1914.  
Advocates the development of a rational system of education. Says that the modern scheme is based on "the false assumption that we can all be intellectual; whereas most of us can only use our hands." Conditions in England criticized. Makes a plea for better instruction in the elements of scientific method.

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The great mistake of the schools is attempting to teach the elements of this or that special branch of science.

An address to the educational science section of the British association at Melbourne, August 14, 1914.

1686. Bourne, Randolph S. In a schoolroom. *New Republic*, 1: 23-24, November 1914.

"Is it not very curious," says the writer, "that we spend so much time on the practice and methods of teaching, and never criticise the very framework itself?" Criticises the rigidity of modern educational methods.

1687. Classroom methods and devices. *Elementary School Journal*, 15: 133-49, November 1914.

Contains: Motivation of reading by C. R. Stone; Our school printshop, by Katherine M. Stillwell. Prof. Stone is convinced that the oral reading should be placed upon "its true basis, that of a reader and an audience that must depend wholly upon the reader for the thought."

1688. Cooper, Clayton Sedgwick. The teacher's task. *Educational Foundations*, 26: 133-40, November 1914.

The task of the teacher is twofold, says the writer, first, to make the student work, and, second, to arouse the spiritual life of his students.

1689. Curtis, Elnora Whitman. The dramatic instinct in education; with a foreword by G. Stanley Hall. Boston, New York [etc.] Houghton Mifflin company [1914] xviii, 246 p. 12°.

Bibliography: p. 226-30.

1690. Morgan, Alexander. Research in education. *Journal of Education* (London) 46: 783-86, November 2, 1914 (supplement).

Says that scientific study of the underlying theory and principles of education has made but little progress. Modern education has advanced along the lines of educational organization and procedure. Presents a review of the scientific theory of the curriculum. English institutions are backward in research work.

1691. Richter, Johannes. Das pädagogische gesicht der gegenwart. *Deutsche Schule*, 18: 553-59, September 1914.

The author of this searching study of the "pedagogical features of the present," in seeking to discover some common and unifying principle, finds as the foremost educational ideal the *free personality*. This ideal must be made tangible and informed with life. "That we do not possess this ideal constitutes our common as well as our pedagogical distress. We wait expectantly for a new courageous idealism that will disentangle, direct, and consecrate ourselves as well as our work."

1692. Sanders, Frederic W. The organization of education. *Education*, 35: 178-183, November 1914.

Continued from September number. Discusses courses in literature and aesthetics, physical culture, drawing, etc.

1693. Sinclair, William M. Some remarks on the recitation. *Wyoming School Journal*, 11: 45-48, October 1914.

To be continued in subsequent issues.

1694. Stoner, Mrs. Winifred-Sackville. Natural education in home and school. *Child-welfare magazine*, 9: 81-84, November 1914.

1695. Tuckey, Edson N. Wastes and abuses of our educational system. *Forum*, 52: 718-21, November 1914.

Advocates the removal of all requirements in ancient languages, except for the few who expressly need them for specific pursuits. Says that culture and mental discipline are not the exclusive possession of students of the classical and higher mathematical courses.

1696. Vaughan, Victor C. The nature and purpose of education. *Science*, n. s. 40: 885-97, November 18, 1914.

"A fundamental education should include language, mathematics, history, and science. No education can be symmetrical without training in all these." Defines education, and lays stress on psychological processes.

Lecture delivered to students of Michigan University, October 16, 1914.

1397. Wilson, H. B. Economizing time in education through better technique in teaching. *School and home education*, 34: 97-101, November 1914.

1698. Yocom, A. Duncan. A shorter elementary school course. *American educational review*, 35: 541-44, September 1914.  
Deals with the effect of a shortened elementary school course upon the college.

## EDUCATIONAL PSYCHOLOGY, CHILD STUDY.

1699. Deutscher kongress für jugendbildung und jugendkunde. 3d, Breslau, October 4, 5, and 6, 1913. Der unterschied der geschlechter und seine bedeutung für die öffentliche jugenderziehung. Leipzig und Berlin, B. G. Teubner, 1914. 184 p. 8°. (Arbeiten des Bundes für schulreform, 8.)  
Contains papers presented under the following session topics: The physical and intellectual differences of the sexes, Requirements for the education of children arising from sex characteristics and social conditions, Home and school.

1700. Francia, Gabriela. Organización de un laboratorio de pedología como anexo de cada escuela normal. *Monitor de la educación común* (Buenos Aires), 50: 363-71, September 1914.  
A report made to the first Congress of pedology, held in Brussels.  
Describes proper courses of study in pedology for normal schools and the necessary laboratory equipment.

1701. Fürle, Friedrich. Der begriff der anschauung in der geschichte der pädagogik von Comenius bis zur gegenwart. *Deutsche schule*, 18: 481-99, August 1914.

1702. Goddard, Henry H. The Binet measuring scale of intelligence; what it is and how it is to be used. *Training school bulletin*, 11: 86-91, October 1914.  
"Part of the following article was published in 'The Bulletin' for March, 1913. So many requests have been received for further information that Dr. Goddard here presents an elaboration of the subject."—Editor.

1703. Hall, Mildred. Mental tests. *Educational bi-monthly*, 9: 66-78, October 1914.  
Describes the history and development of mental tests, particularly those known as the Binet-Simon tests.

1704. Hill, David Spence. Educational research in New Orleans. *Journal of educational psychology*, 5: 490-510, November 1914.  
"An outline of the work that has been accomplished during the past year and a statement of plans for the immediate future. The recognition of research as an integral and vital part of school organization is one of the most hopeful indications of increased efficiency in school matters."

1705. Hirschlauff, Leo. Suggestion und erziehung. Berlin, J. Springer, 1914. x, 246, [1] p. 8°. (Zwanglose abhandlungen aus den grenzgebliebenen der pädagogik und medizin . . . hft. 2)

1706. Merriman, Curtis. Modern psychology chapters. *Northwest journal of education*, 26: 127-32, November 1914.  
The purpose of this discussion is to mention a few of the psychological problems that bear rather directly upon the work of the rural teacher.

1707. Pintner, Rudolf. A comparison of the Ayres and Thorndike handwriting scales. *Journal of educational psychology*, 5: 525-36, November 1914.  
"While the preference of the individual judges was in favor of the Ayres scale, the results showed that more accurate and consistent judgments could be secured by the use of the Thorndike scale. This the author attributes to the fact that the Thorndike scale takes in all the factors that go to influence our judgment of handwriting, while the Ayres scale is constructed on the basis of legibility alone."

1708. Rogers, Agnes L. and McIntyre, J. L. The measurement of intelligence in children by the Binet-Simon scale. *British journal of psychology* (London) 7: 266-98, October 1914.  
 An elaborate paper, illustrated with statistical diagrams. Emphasizes the need for conserving the practical usefulness of the scale. Says: "Most of the 'revisions and extensions,' based upon an analysis of intelligence, ignore the necessity of a short and simple scheme; the Binet-Simon scale has 'not been improved upon in this respect by any subsequent one.' Draws an interesting comparison of distribution of ability in French, German, American, and Scottish children. Tests made on Aberdeen children.

1709. Schmitt, Clara. School subjects as material for tests of mental ability. *Elementary school journal*, 15: 150-61, November 1914.  
 Subjects chosen for this series of tests are those of reading, writing, and arithmetic. Results of an examination of several hundred school children of Chicago, Ill. Gives results of reading tests for normal and defective children. To be continued.

1710. Shreve, Rolland M. The psychologist in the class room. *Education*, 35: 152-56, November 1914.  
 Briefly considers the relation of theoretical and applied science. Use of psychology in teaching. The learning process is a psycho-physical one.

1711. Stern, H. Intelligenzprüfungen. Über die entwicklung und den gegenwärtigen stand des problema. *Deutsche schule*, 18: 503-17, August 1914.

1712. Thorndike, Edward L. The failure of equalizing opportunity to reduce individual differences. *Science*, n. s. 40: 753-55, November 20, 1914.  
 An experiment tried by 72 students in an undergraduate course in psychology. Says we are "unable experimentally to equalize training in such gross complexes as scientific achievement, literary fame, or reputation as a monarch. But we can easily do so with various minor capacities such as the ones described here, and can do so without great difficulty with various school abilities." Experiments in arithmetical calculation given.

1713. Thorndike, Edward L. The measurement of ability in reading. Preliminary scales and tests. New York city, Teachers college, Columbia university, 1914. 71 p. 8°. (Teachers college record, vol. 15, no. 4, September 1914.)

1714. Weiss, A. P. A modified slide rule and the index method in individual measurements. *Journal of educational psychology*, 5: 511-24, November 1914.  
 "One of the drawbacks to the popularization of educational measurements is the difficulty of interpreting results. The author makes an important contribution to the subject with his simplified slide rule and his index method, whereby all measures are reduced to a common basis and readily compared."

## SPECIAL SUBJECTS OF CURRICULUM

1715. Wirtz, Heinrich. Psychologische beobachtungen aus dem gebiete der schreibfehler. *Zeitschrift für schulgesundheitspflege*, 27: 545-53, August 1914.  
 A study by a physician. "Mistakes in spelling due to abnormality can be distinguished from others," but an observed indication of abnormality must be checked by further study of the child.

1716. Arias, María Velasco. "La lectura en la escuela argentina. *Monitor de la educación común* (Buenos Aires) 50: 452-61, September 1914.  
 Describes an ingenious graphic method of indicating rhythmic cadence and modes of expressive inflection of the voice for teaching the reading of poetry in schools.

1717. Aydelotte, Frank. The correlation of English literature and composition in the college course. *English journal*, 8: 568-74, November 1914.

1718. Barlow, Samuel G. The uses for mathematics. *Science*, n. s. 40: 697-700, November 13, 1914.  
 That mathematics is "the handmaiden of the sciences is fully confirmed," says the writer.

1719. Black, W. W. The report of the joint committee on grammatical nomenclature. *Journal of education*, 80: 375, 380, 382-83, 410-11, October 22, 29, 1914.  
 A criticism of alleged weaknesses in the committee's recommendations.

1720. Brennan, George A. Nature study at the Van Vlissingen school. *Educational bi-monthly*, 9: 49-60, October 1914.  
 Gives a course of study by grades. The school is located in Roseland, a Chicago suburb.

1721. Brown, John Franklin. The training of modern language teachers. *Bulletin of the New York state modern language association*, 1: 8-6, October 1914.

1722. Burr, George L. What history shall we teach? *History teacher's magazine*, 5: 283-87, November 1914.  
 An address delivered before the New England history teachers' association, May 2, 1914.

1723. Carroll, Ora May. Elementary science courses. *Nature-study review*, 10: 258-60, October 1914.  
 The data presented have been mainly collected from normal schools in the Middle West.

1724. The committee on general science of the National education association. *Science*, n. s., 40: 601-2, October 23, 1914.  
 The returns which have come in indicate that "the schools should give information from the whole field of science—not neglecting astronomy. The public needs unmistakably require a new organization of science instruction according to projects."

1725. Duncan, C. S. The content of composition courses. *Education*, 35: 167-73, November 1914.  
 Says that the wise teacher of composition will "confine his theme to topics within the bounds of his interest and knowledge."

1726. Fairchild, Raymond W. The high school physiology problem. *School science and mathematics*, 14: 688-94, November 1914.  
 Discusses the subject under the following headings: (1) Method of presentation, (2) Position in the program of studies, and (3) Physiology as a requirement.

1727. Frazer, Norman L. Oral expression as a preparation for written composition. *Educational review*, 48: 393-98, November 1914.

1728. Glenn, Earl R. Physics in the grades below the high school. *School science and mathematics*, 14: 666-73, November 1914.  
 An abstract of a paper read before the Indiana association of science and mathematics teachers, held in Indianapolis, March 7, 1914.  
 The purpose of the study is "to get some basis for judging the efficiency of the teaching of physics in the grades below the high school . . . and to determine if possible the amount and kind of work that is best suited to pupils in the seventh grade."

1729. Hesser, Ernest. Making America musical through the public schools. *Ohio educational monthly*, 68: 57-80, November 1914.

1730. Jessup, Walter A. Grade for introduction of a text in arithmetic. *Elementary school journal*, 15: 162-66, November 1914.  
 Says that the third grade is "the best grade for the introduction of this subject, with the fourth grade standing second." Presents tables of statistics.

1731. Julian, Brother. English in the high school. *Catholic educational review*, 8: 324-36, November 1914.  
 Read at the Catholic educational association convention, Atlantic City, 1914.

1732. Lloyd, Francis H. and Bigelow, Maurice A. *The teaching of biology in the secondary school.* New ed. New York [etc.] Longmans, Green, and co., 1914. 491 p. 8°. (American teachers series, ed. by J. E. Russell.)

1733. Maxwell, William H. *The teaching of history and civics.* School journal, 81: 269, 278, October 1914.  
From an address to New York city principals.

1734. Opdycke, John R. *The teaching of vocational English—V-VII.* Journal of education, 80: 468-67, 498-94, 521-22, November 12, 19, 26, 1914.  
Three articles dealing with domestic problems.

1735. Orr, Clem Irwin. *A revolt and its consequences.* Being the plain tale of a personal experience in the teaching of English composition. English journal, 3: 548-52, November 1914.  
A revolt against the red-ink correction of English papers. The writer found that her pupils were repeating, with smiling serenity, the mistakes of yesterday, passively accepting the corrections which the teacher had been making. She outlines a plan which she has successfully tried with her pupils. The purpose of the plan is to create in the pupil a vital sense of responsibility in the application of principles once made clear to him, and thoroughly fixed in his mind by appropriately timed reviews.

1736. Patzer, Conrad E. *Modern methods of teaching language, reading, spelling.* Chicago. H. M. Dixon & company [1914] 264 p. illus. 12°.

1737. Rounds, C. E. *English in the normal school.* English Journal, 3: 553-57, November 1914.  
An address given before the National council of teachers of English in St. Paul, Minnesota, July 9, 1914.

1738. Rowe, Blanche H. *On teaching children to read English.* Parents' review (London) 25: 705-20, October 1914.  
An account of the "Rapid method of teaching children to read."

1739. Scroggs, William O. *The need of economics in the high school.* Louisiana school work, 3: 38-42, November 1914.

1740. Shewmake, E. F. *Aims and methods in the teaching of high school English.* Virginia journal of education, 8: 82-87, October 1914.

1741. Snedden, David. *A letter to a high school teacher of English.* English leaflet (Cambridge, Mass.) 14: 1-15, November 1914.  
Discusses "the two subjects described as English," namely, formal English, and English literature.

1742. ——. *Teaching of history in secondary schools.* History teacher's magazine, 5: 277-82, November 1914.  
Based upon an address given before the New England history teachers' association, May 2, 1914.  
The writer says that "it is as an agency in social education, or in training for citizenship, that many of us have come greatly to value history . . . It is in this field, therefore, that we see the largest opportunity for utilizing the materials of history."

1743. Strayer, D. W. *Second term geography for city schools.* School science and mathematics, 14: 704-10, November 1914.  
Also separately reprinted.

1744. Strong, H. A. *Latin.* Journal of education (London) 46: 757-60, November 2, 1914 (supplement).  
Presents a strong plea for the educational value of Latin, but would not begin its study before the age of ten, or even later. Notes the new methods of teaching the classics.

1745. Tapper, Thomas. *The education of the music teacher.* Philadelphia, Theodore Presser co., 1914. 228 p. 12°.  
Writer asserts that the teacher should perceive that "he is not conducting a small, private business, but is performing a part in the great national movement that will ultimately express itself in music."

1746. **Tout, Wilson.** Accrediting music. *Journal of education*, 80: 403-404, October 29, 1914.  
Gives the regulations governing credit for vocal or instrumental music in the high school at North Platte, Nebr.

1747. **Wayland, John Walter.** How to teach American history; a handbook for teachers and students. New York, The Macmillan company, 1914. 349 p. 12".  
Contains bibliographies.

## KINDERGARTEN AND PRIMARY SCHOOL.

1748. **Arnold, Mrs. Jean Burroughs (Carpenter).** Notes on Froebel's Mother-play songs. [Chicago] The National kindergarten college alumnae association [1914] 360, [8] p. 12".  
References at end of chapters.

1749. **Palmer, Luella A.** Problems vs. subject matter as a basis for kindergarten curricula. *Kindergarten review*, 25: 129-38, November 1914.  
Paper read before the Department of kindergarten education, National education association, St. Paul, July 1914.

1750. **Tracy, Catherine J.** Report of the International kindergarten union committee on hygiene. *Kindergarten review*, 25: 189-66, November 1914.  
The following topics are discussed under the general heading *Hygiene in the kindergarten*: Open-air kindergartens; Control of contagious diseases; The hygiene of the healthy, normal child in kindergarten; The hygiene of the indoor kindergarten; and, Forms of nervous strain to which kindergarten children are subjected.

1751. **Winterburn, Florence Hull.** The mother in education. New York, McBride, Nast & company, 1914. xiv. 337 p. 12".

## RURAL EDUCATION.

1752. **Alderman, S. S.** The county commencement; its value in rural education. Practical suggestions for working up county commencements. Raleigh, N. C., issued from the office of the State superintendent of public instruction, 1914. 74 p. illus. 8". (Educational bulletin XXII.)

1753. **Aley, Robert J.** The rural school and co-operation. *Journal of education*, 80: 426-27, November 5, 1914.  
Address before the Maine state teachers' association.  
Mentions a few things which should enter into the improvement of the rural school. The writer says that if the rural school is to do its duty and train the boys and girls within its limits for the best citizenship, it will be necessary for other communities, even the state itself, to cooperate.

1754. **Badger, L. F.** A canvass of religious life and work in Redwood County, Minnesota. Made . . . in behalf of the presbytery and Redwood County Sunday school association, with the cooperation of the Presbyterian department of church and country life. New York, Board of home missions of the Presbyterian church in the U. S. A., [1914] 22 p. illus. 8".

1755. **Dyer, Walter A.** Our country public schools: what we are doing and where we fail. The problem for the community. *Craftsman*, 28: 599-605, September 1914.  
Discusses the consolidation movement in the different states. Teaching agriculture, etc.

1756. Hanifan, L. J. Social centers and rural schools. Suggestions and programs for community social gatherings at rural schoolhouses. *Atlantic educational journal*, 10: 62-65, 107-10, October, November 1914.  
To be concluded next month.

1757. Lee, R. E. Rural school buildings. Prepared for the State department of education. Clemson College, S. C. Clemson agricultural college, 1914. 104 p. illus. 8°. (Clemson agricultural college. Extension work bulletins, vol. 10, no. 2, April 1914.)

1758. Macdonald, N. C. The consolidated school in North Dakota. Issued by the State board of education of North Dakota, September 1914. 30 p. illus. 8°.

1759. Presbyterian church in the U. S. A. Board of home missions. Dept. of church and country life. Ohio rural life survey. Greene and Clermont counties. New York [1914] cover-title, 82 p. illus. 8°.

1760. —————. A rural survey in Arkansas. New York [1914] 30, [1] p. illus. 8°.  
Field work and narrative by Rev. J. O. Ashenhurst.

1761. Beach, Mrs. J. V. The open door of the school house. *Pennsylvania school journal*, 63: 151-53, October 1914.  
From Country gentlemen.  
Tells of a small community in southern Wisconsin where the open door of the schoolhouse has done much to create a neighborly feeling among the people and better the living conditions in the community.

1762. Seerley, Homer H. A plan for training rural teachers. *American schoolmaster*, 7: 352-56, October 1914.  
Address delivered before the Department of rural and agricultural education of the National education association, at St. Paul, Minn., July 8, 1914.  
Tells of the new activities carried on at the State teachers' college at Cedar Falls, Iowa.

1763. Warner, E. F. The centralization of rural schools a growing necessity. *Ohio teacher*, 35: 113-15, October 1914.  
Discusses the many benefits and the two main objections to the centralization of rural schools, with particular reference to conditions in Ohio.

## SECONDARY EDUCATION.

1764. Johnston, Charles Hughes. The adjustment of the high school curriculum to modern needs. *Ohio teacher*, 35: 102, October 1914.  
Claims that "every high school has a curriculum problem of its own, and that this curriculum problem is one of a reasonable differentiation."

1765. —————. Curriculum adjustments in modern high schools. *School review*, 22: 577-80, November 1914.  
Read before the Department of science instruction of the National education association, July 10, 1914.  
Discusses among other phases of curriculum making, the data compiled by the Illinois state school survey. Writer discusses the administrative problems connected with the adjustment of modern high-school curriculums, etc. Reviews systems of Herbert Spencer and others.

1766. Monroe, Paul, ed. *Principles of secondary education*; written by a number of specialists. New York, The Macmillan company, 1914. xxviii, 790 p. 8°.  
CONTENTS.—1. Meaning and scope of secondary education, by the Editor.—2. Historic sketch of secondary education, by the Editor.—3. European systems of secondary schools, by F. E. Farrington.—4. The high school systems of the United States: State systems of high schools, by E. P. Cubberley; Rural high schools, by H. R. Snyder; Maintenance and support, by E. P. Cubberley; Inspection and accrediting of school, by W. S. Thomas.—5. Organization of the high

school: High school administration, by W. D. Lewis; The curriculum, The elective system, The six-year course of study, by David Snedden.—6. The private secondary school, by J. G. Crosswell.—7. Psychology, and hygiene of adolescence, by G. M. Whipple.—8. Moral education in the high school, by E. O. Slason.—9. The vernacular: English literature, by F. T. Baker and G. P. Krapp; Composition, F. T. Baker; Oral speech, Erastus Palmer.—10. The classical languages and literatures: Latin, by Gonzalez Lodge; Greek, by T. D. Goodell.—11. Modern languages, by E. W. Bagster-Collins.—12. The natural sciences, by G. R. Twiss.—13. Mathematics, by D. E. Smith.—14. The social sciences: History, by H. E. Bourne; Civics, by James Sullivan; Economics, by E. R. A. Seligman.—15. The fine arts and music: Art in education, by John Dewey; Methods of teaching art, Design, by A. W. Dow; Music, by C. H. Farnsworth.—16. The household arts, by Ann G. Strong.—17. Vocational education: Industrial education, by C. R. Richards; Commercial education, by J. H. Johnson; Agricultural education, by C. H. Robison.—18. Hygiene and physical education, by T. A. Storey and G. R. Meylan.—19. Athletics, by C. W. Hetherington.—20. Social aspects of high school education, by C. A. Perry.—21. Reorganization of secondary education, by David Snedden.

A list of topical questions and a bibliography are appended to each chapter.

1767. Phelps, Alice S. What shall we eliminate from the high school course.

Education, 35: 140-42, November 1914.

Thinks that French might be dropped from the curriculum, where vocational studies engage the attention of a boy.

1768. Phillips, J. H. Modern tendencies in secondary education. Educational exchange, 29: 7-8, November 1914.

A brief synopsis of Doctor Phillips' address before the Secondary section of the Jefferson county institute, September 16, 1914.

1769. Sexson, J. A. The reconstructed high school. Public schools, 1: 9-12, November 1914.

"The high school in rural communities has social and economic, as well as scholastic duties to perform. In order to perform these duties, it must extend its curriculum and broaden its administration."

#### TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1770. Cousins, Kathleen G. Development of teachers' association. Interesting history of this important branch of educational work. Virginia journal of education, 8: 79-82, October 1914.

1771. Davis, Calvin O. State comity regarding teachers' life certificates. American school board journal, 49: 11-13, 61-63, November 1914.

Results of an investigation show that a spirit of comity does already exist among the several states respecting the validation of certificates. Fourteen states give full recognition to the life certificate issued by the University of Michigan, 25 give partial recognition, one gives conditional recognition, and seven give no recognition.

1772. Davenport, F. Isabel. Rating and promotion of teachers. American teacher, 3: 114-17, October 1914.

"Talk before Teachers' league, New York, June 5, 1914."

The writer believes in getting rid of rating. Thinks the "function of rating is essentially the function of the whip."

1773. Griffin, Joseph T. The causes of discouragement among teachers. Teachers magazine, 37: 89-91, November 1914.

The causes of discouragement discussed are, indifferent attitude of supervisors; dogmatic attitude of supervising officer; nagging and lack of appreciation of relative values; and, discouragements arising from the teacher's own personality.

1774. Gruenberg, Benjamin C. The dilemma of the teachers' pay. American teacher, 8: 117-20, 126, October 1914.

A discussion of the objections to and the arguments for the equal pay of teachers for equal work.

1775. Kimes, F. M. Characteristics of the best teacher as recognized by the children. *Oklahoma school herald*, 22: 10-14, November 1914.  
Gives some of the replies made by the children to questions asked them concerning the helpfulness of their teachers, and the characteristics of the best teachers they had ever had.

1776. McKeever, William A. Conducting the teachers' institute. *Educational foundations*, 26: 149-56, November 1914.  
To be continued in the December issue.  
Discusses the subject under the following headings: the issue, the program, the funds, the instructors, the conductor.

1777. Monahan, A. J. The history of education and the training of teachers in our universities. *Journal of education* (London) 46: 788-87, November 2, 1914 (supplement).  
Importance of the study declared. One of the outcomes of the study of the history of education is "a certain balance of judgment in the presence of current problems, which, perhaps, can hardly be reached so well in any other way."

1778. Neverman, Paul F. The place of the normal school in modern education. *Wisconsin journal of education*, 46: 248-50, November 1914.  
The writer thinks that the normal school has drifted away from its real purpose—the training of efficient teachers for our schools—and has spent its energies on building big institutions, imitating the college and impressing the people with the great number of students enrolled.

1779. Sandford, Peter. Salaries of teachers in Ontario. *School* (Toronto, Canada) 3: 178-82, November 1914.  
Statistical tables and graphic representations. To be concluded.

1780. Teachers' Institutes. Suggestions as to making them interesting and efficient. *Virginia journal of education*, 8: 59-65, October 1914.  
Several experienced school people were asked to offer suggestions as to the best methods of conducting teachers' institutes. This article is a collection of the papers received.

1781. What is the matter with the institute. *Western teacher*, 23: 41-44, October 1914.  
According to this article the trouble with the teachers' institute is that there is too much talking and too little teaching.

## HIGHER EDUCATION.

1782. Bellamy, Raymond. A professor in a small college. *Atlantic monthly*, 114: 608-19, November 1914.  
The economic life of a college professor described—his work, his hardships, and his compensation. Gives a budget of expenses.

1783. Bronson, Walter C. The history of Brown university, 1764-1914. *Providence, The University*, 1914. 548 p. 4".  
Written to commemorate the celebration of the 150th anniversary of the founding of Brown university, and intended chiefly for its graduates. The book is based almost entirely on original sources.

1784. Cattell, J. McK. Research and teaching in the university. *Science*, n. s. 40: 628-30, October 30, 1914.  
"Answers to 21 questions addressed to the writer by Messrs. W. H. Allen and E. C. Branson, directors of a survey appointed to report on the work of the University of Wisconsin."

1785. College entrance examination board. Fourteenth annual report of the secretary, 1914. New York, Pub. by the Board, 1914. 66 p. 8". (Thomas S. Fiske, secretary, sub-station 84, New York, N. Y.)  
Among other topics, compares admission by certificate with admission by examination.

1786. **Fulton, Maurice Garland, ed.** College life, its conditions and problems; a selection of essays for use in college writing courses. New York. The Macmillan company, 1914. xxii, 524 p. 12°.  
 Contains selections chosen chiefly from the writings of college presidents and other educators, with a view to covering some of the more important questions and problems of the student's personal relation to the various aspects of college life—intellectual, athletic, and social.

1787. **Gardiner, John Hays.** Harvard. New York. Oxford university press, American branch, 1914. 333 p. Illus. 12°. (American college and university series)

1788. German university teaching and the war. *Educational review*, 48: 341-46, November 1914.  
 The influence of Prof. von Treitschke on German thought. Reprinted from educational supplement of the London times, September 1, 1914.

1789. **Hall, G. Stanley.** Contemporary university problems. *Science*, n. s. 40: 727-36, November 20, 1914.  
 Also in *Pedagogical seminary*, 21: 242-55, June 1914.  
 Address at the exercises celebrating the twenty-fifth anniversary of the opening of Clark university, March 28, 1914.  
 Review of the establishment and development of Clark university, Worcester, Mass. Influence of foreign institutions, etc. A plea for research work.

1790. **Hughes, Charles Evans.** Brown university. *Journal of education*, 80: 367-68, October 22, 1914.  
 Abstract of an historical address delivered at the anniversary celebration, October 14, 1914.

1791. **Mann, C. B.** The relation of the administration department to the teacher. *Bulletin of the Society for the promotion of engineering education*, 5: 56-70, October 1914.  
 "Speaks of a number of unfortunate elements which have developed in college administration."

1792. **Quint, Wilder Dwight.** The story of Dartmouth. Boston, Little, Brown, and company, 1914. 285 p. Illus. 8°.

1793. **Shields, Thomas Edward.** The control of educational agencies. *Catholic educational review*, 8: 307-18, November 1914.  
 Discusses particularly the effect on education of the Carnegie foundation for the advancement of teaching, and the resolutions regarding the Foundation passed by the Department of normal schools of the National education association at St. Paul, Minn.

1794. **Warren, Howard C.** Academic freedom. *Atlantic monthly*, 114: 689-90, November 1914.  
 Says that the university teacher is "a prophet of the truth." "His tenure of office should not be determined by political, theological, or popular approval; but he should be held accountable to his own calling." Conditions in American colleges and universities.

#### SCHOOL ADMINISTRATION.

1795. **McKnight, T. H. B.** The financial management of a school or university. *Bulletin of the Society for the promotion of engineering education*, 5: 45-55, October 1914.  
 Discusses the general subject under four headings, (1) General efficiency of administration, (2) Proper system of accounting, (3) Proper handling and investment of endowment funds, and (4) Insurance and care of buildings.

#### SCHOOL MANAGEMENT.

1796. **Bagley, W. C.** The place of the "informational" subjects in the school program. *School and home education*, 34: 87-88, November 1914.

1797. **Douglass, H. R.** Can promotion on the basis of mental tests prevent retardation? *Missouri school journal*, 81: 491-97, November 1914.

1798. Plumb, Mary E. Truancy. *Educational bi-monthly*, 9: 1-19, October 1914.

The question of truancy is considered (1) from the standpoint of the child himself, (2) with regard to the relation the school bears to truancy, (3) with regard to the effect of a non-functional home, (4) with respect to the amount of blame that rests on the community.

#### SCHOOL ARCHITECTURE.

1799. Fire prevention rules. *American school board journal*, 49: 17-18, 60-61, November 1914.  
The example of New York city.

#### SCHOOL HYGIENE AND SANITATION.

1800. Brown, Edward F. The health supervision of school children of New York city. [New York, 1914] 10 p. 8°.  
Reprinted from the *Medical review of reviews*, September 1914.

1801. D'Olier, Kathleen. The school nurse's relation to the child applying for working papers. *American journal of nursing*, 15: 106-9, November 1914.  
Methods in use in Rochester, N. Y.

1802. Little, Burtis M. The schools and public health. *Missouri school journal*, 31: 482-87, November 1914.  
An address delivered before the Lafayette county medical association in Lexington, Mo., July 14, 1914.

1803. Mayer, E. Wirbelsäulenverkrümmung und schule. *Zeitschrift für schulgesundheitspflege*, 27: 554-62, August 1914. illus.  
The author, a physician, briefly discusses the etiology of curvature of the spine, and then considers the prophylactic and corrective measures by which the school may aid the physician. The author's system of gymnastic exercises for the correction of the malady were described in an address delivered at the congress of the Deutsche gesellschaft für orthopädische chirurgie, 1910.

1804. Morrison, Carolyn E. Speech defects in young children. *Psychological clinic*, 8: 138-42, October 15, 1914.  
Results of an examination of speech habits of 218 children in four kindergarten and four first primary classes.

1805. New Jersey. Council of education. Report of the standing committee on hygiene. Problems of medical inspection. Trenton, N. J., MacCrel-  
liss & Quigley co., printers, 1914. 44 p. 8°. (Document no. 38)  
To be presented for discussion at the session of October 23 and 24, 1914, in the Essex county court house, Newark.

1806. Weinberg, Margareta. Die resultate der rachenmandel-operationen an amerikanischen schulkindern. *Zeitschrift für schulgesundheitspflege*, 27: 564-66, August 1914.  
Reports the findings of Dr. Gerhard Hutchinson Cocks, of New York city, published in New York medical journal, January 17, 1914. The effect of treatment has been good where it has been properly applied. Greater caution in the selection of hospitals and clinics, more searching diagnosis upon the part of the physician, and more active cooperation of schools and physicians are urged.

1807. Wray, George B. Sanitary sanitation in public schools. *Middle-west school review*, 7: 5-7, November 1914.

#### SEX HYGIENE.

1808. Bogart, G. Henri. Present status of sex education. *Medical fortnightly*, 46: 555-57, October 28, 1914.  
Discusses the status of eugenics. Shows that "the wave of public furor concerning sex education has undergone a revolution." But a breach has been made "into the dark wall of prudery."

1809. Galloway, T. W. Instruction of young people in respect to sex. *School, science and mathematics*, 14: 674-78, November 1914. 4  
 Read at the Spring conference of colleges and secondary schools, University of Chicago.  
 Gives some of the steps that seem most urgent and possible, and discusses the question of sex instruction in the grades.

1810. Peabody, James E. Some experiments in sex education. *Educational review*, 48: 385-93, November 1914.  
 Recites methods of sex instruction adopted in writer's home, also work in the biology classes in the Morris high school, New York city, and some of "the conferences that have been held with groups of older boys and girls outside of school houses."

## PHYSICAL TRAINING.

1811. Cooper, Clayton S. Domination of athletics. *Education*, 35: 129-39, November 1914.  
 Discusses the value of athletics at college, etc. Thinks our universities and preparatory schools have "gained mightily, and much more than they have lost, by reason of the growth and development in athletic interest and athletic games within their borders."

1812. Hoopes, L. L. The interrelation of school and college athletics from the standpoint of the high school. *American physical education review*, 19: 538-38, October 1914.  
 Read at the annual convention, Society of directors of physical education in colleges, St. Louis, Mo., April 3, 1914.

1813. Hosmer, Millicent. The development of morality through physical education. *American physical education review*, 10: 520-27, October 1914.  
 Read at the annual convention, Public school physical training society, St. Louis, Mo., April 3, 1914.

1814. Meier, Carl Otto. The use of instincts in physical education—the problem of the physical director. *Mind and body*, 21: 337-45, November 1914.

1815. Naismith, James. The interrelation of high school and college athletics from the standpoint of the college. *American physical education review*, 10: 528-35, October 1914.  
 Read at the annual convention, Society of directors of physical education in colleges, St. Louis, Mo., April 3, 1914.

1816. Perry, Lawrence. The stadium and college athletics. *Scribner's magazine*, 58: 571-86, November 1914.  
 An illustrated article describing the stadia of the different colleges and universities. Says these great amphitheatres "stand as monuments to the importance of organized athletics, and a recognition of this by the college authorities."

## PLAY AND PLAYGROUNDS.

1817. Danner, Vernice Earle. The school system of Guymon, Oklahoma. A splendid example of practical education. *Progress*, 4: 43-52, October 1914.  
 The playground movement at Guymon.

## SOCIAL ASPECTS OF EDUCATION.

1818. Oxley, C. E. The school and society. *Ohio educational monthly*, 63: 571-77, November 1914.  
 Discusses in detail some of the particular phases of the social problem of the high school.

1819. **Stone, Winthrop E.** Presidential address, sixty-first session, Indiana State teachers' association. *Educator-journal*, 15:105-12, November 1914.

The relation of the schools to social service.

#### CHILD WELFARE.

1820. **Bowen, Louise de Koven.** Safeguards for city youth at work and at play; with a preface by Jane Addams. New York, The Macmillan company, 1914. xv, 241 p. 12°.

CONTENTS.—1. Introduction.—2. Civic protection in recreation.—3. Legal protection in industry.—4. Legal protection for delinquents.—5. Legal safeguards for the dependent.—6. Protection against illegal discrimination.—7. Need of further protection

1821. **Eliot, Thomas D.** The juvenile court and the community. New York, The Macmillan company, 1914. xv, 234 p. 12°. (American social progress series, ed. by S. M. Lindsay.)

Alms to treat the juvenile court in its relation to other social institutions as a problem in social economy.

1822. **Pritchard, Eric.** Infants and the nation. *Contemporary review*, 106: 666-73, November 1914.

Child welfare work in England; medical inspection of schools, etc.

1823. **Pyle, W. H.** A study of delinquent girls. *Psychological clinic*, 8: 143-48, October 15, 1914.

An examination of the girls in the State industrial home for girls at Chillicothe, Mo. The results of the examination indicate that about one-third of the girls are normal and about two-thirds are subnormal.

#### MORAL EDUCATION.

1824. **Buhrman, Carrie Byler.** Ethics in the school room. Practical discussion of this important feature of school work. *Virginia journal of education*, 8: 113-16, November 1914.

1825. **Drake, Durant.** Problems of conduct; an introductory survey of ethics. Boston, New York [etc.] Houghton Mifflin company [1914] 455 p. 8°.

1826. **Froula, V. K.** The morals and moral training of high school students. *School review*, 22: 620-33, November 1914.

Writer says that it is not difficult to see "that many of the most glaring indications of moral weakness of the youth in school are nothing more than a reflection of the obliquity of his father as manifested in his business in the world." Also attributes some of the "doubtful morals" of the school youth to "the subtle influence of college halls," etc. A growing interest in the vitalization and socialization of the subjects of study will have a moral uplift.

1827. **Reagan, Chapeil E.** The need of moral culture in the schools. *Louisiana school work*, 3: 18-21, November 1914.

Gives five factors which are essential in insuring an effective moral training in the school, namely, proper physical environment, social life, discipline and routine work, knowledge, and moral instruction.

#### RELIGIOUS EDUCATION.

1828. **Howe, S. E.** The foundations of Christian education. *Educational times*, 67: 497-98, November 2, 1914.

Writer is convinced that the overcrowded curriculum of the modern school needs "the counterbalance of an active religious faith, if it is not to lead to spiritual disintegration." The relative ethics of to-day are unsatisfying. To be continued.

1829. **Young, George H.** The illustrative teachings of Jesus. New York, Chicago [etc.] F. H. Revell company [1914] 230 p. 12<sup>o</sup>.

First an introductory chapter suggests some salient features of Christ's teaching. Second, the illustrations have been classified and discussed under two general divisions: "Illustrations drawn from life," and "Illustrations drawn from nature."

#### MANUAL AND VOCATIONAL TRAINING.

1830. **Bacon, Raymond F.** Progress in industrial fellowships. Journal of the Franklin institute, 178: 623-32, November 1914

Describes the establishment of the Mellon Institute of industrial research and school of specific industries of the University of Pittsburgh. Organized for large scale experiments. Not a competitor of commercial laboratories.

1831. **Brisco, Norris A.** Economics of efficiency. New York. The Macmillan company, 1914. xv, 385 p. 12<sup>o</sup>.

CONTENTS.—1. Economic need of efficiency.—2. Efficiency.—3. Management and the plant.—4. Management and labor.—5. Methods.—6. Hiring of labor.—7. Training.—8. Habits.—9. Fatigue.—10. Working environments.—11. Welfare work.—12. Accidents.—13. Fire prevention.—14. Wages.—15. Scientific piece-rate systems.—16. Organized labor and efficiency methods.

Questions and References follow each chapter.

"The chief aim of this book is to open the eyes of business men to the underlying principles of efficiency, to emphasize the importance of these principles, and to explain their methods and workings." Among the topics treated are Educational efficiency and Industrial training.

1832. **Dearle, Norman B.** Industrial training, with special reference to the conditions prevailing in London. London, P. S. King & son, 1914. xiii, 596 p. 8<sup>o</sup>. (Studies in economics and political science, ed. by the Director of the London School of economics and political science, no. 30)

1833. **Foos, Charles S.** Manual training in public schools. Atlantic educational journal, 10: 16-18, 57-59, September, October 1914.

Outline of courses in seatwork, manual training, and household science for elementary and high schools.

1834. **Gerwig, George W.** European industrial and continuation schools. Pittsburgh school bulletin, 8: 2038-42, October 1914.

Also reprinted in pamphlet form by the Board of public education, Pittsburgh, Pa., from its minutes.

The writer thinks that there is a special opportunity and obligation before Pittsburgh of doing for America through Pittsburgh what Dr. Kerschenstetter has done for Germany through Musich.

1835. **Hailmann, W. N.** Adjustment of the common school curriculum to the vocational needs of today. Manual training and vocational education, 16: 120-38, November 1914.

This article "comes from a man who knows school problems as a teacher, a superintendent of public schools, and a professor of pedagogy . . . On account of his progressive attitude toward school problems, his point of view is of special value in the study of present problems."

1836. **Hasty, Philip S.** The present status of vocational work in the elementary school. Manual training and vocational education, 16: 130-45, November 1914.

First of a series of two papers.

1837. **Iowa state teachers' association. Committee on vocational education and vocational guidance.** A survey and preliminary report. Des Moines, Iowa, Department of public instruction, 1914. 96 p. 8<sup>o</sup>.

Members of committee: Dr. W. A. Jessup, Prof. C. P. Colegrove, Prof. G. M. Wilson; M. G. Clark, chairman, Sioux City; Mrs. Anna L. Burdick, secretary, Des Moines; Hon. A. M. Deyoe, honorary member.

## CURRENT EDUCATIONAL PUBLICATIONS.

Some of the principal topics of this report are the following: Elimination of pupils from the schools in Iowa; Tables summarizing vocational information obtained from parents, pupils, and school officers; Truancy, delinquency, and juvenile court reports; Permanency of agriculture as a vocation; Attitude of employers and organized labor toward vocational education; Employment certificate provisions of different states; Vocational guidance.

1838. Leavitt, Frank M. To be educated or not to be educated? Industrial-arts magazine, 2: 189-92, November 1914.

Gives some lessons from Massachusetts, showing that the natural growth of industrial training thru a development of the department of manual arts has, without state aid, accomplished considerably more in the way of genuine industrial training for the fourteen year old boys of Boston than has the special state-aided plan.

1839. Lory, Charles A. The status of secondary vocational training in Colorado. Colorado school journal, 30: 7-12, October 1914.

In order to find at first hand what Colorado high schools are doing in vocational training, a questionnaire was sent to 68 superintendents. The replies to the questionnaire are summarized in this article.

1840. National society for the promotion of industrial education. Synopsis of the findings of the vocational education survey of the city of Richmond by the General survey committee. New York. National society for the promotion of industrial education [1914] 62 p. 8°.

This synopsis gives a brief account of the organization and method of the survey, and of some of the most important information bearing on the problem of vocational education for Richmond.

1841. New York (City) Board of education. Industrial conference. Washington Irving high school, June 29, 1914. New York, Department of education, 1914. 61 p. 8°.

Contains addresses by Thomas W. Churchill, John Purvo Mitchel, Charles A. Prosser, Gustave Straubemiller, William A. Prendergast, H. E. Miles, and William Wirt.

1842. Robinson, Karl Davis. Stoking through school. Harper's weekly, 59: 447-48, November 7, 1914. Illus.

"A successful experiment in Missouri, where the School of hard knocks has been made into Park college."

Describes the work of Park college, Parkville, Mo.

1843. Westermann, W. L. Vocational training in antiquity. School review, 22: 601-10, November 1914.

An interesting presentation of the subject of vocational training in ancient Greece and Rome; also the period of Ptolemaic-Greek and Roman domination of Egypt.

1844. Wilson, G. M. Permanency of farming as a vocation and its educational significance. Midland schools, 20: 68-70, November 1914.

The writer has based his article on data collected by the Iowa state college from the total population of a typical farming community of Iowa. The data show that farming is an unusually permanent occupation.

## VOCATIONAL GUIDANCE.

1845. Lewis, Ervin Eugene. Vocational guidance in high schools. Iowa City, Iowa, The University, 1914. [23] p. 8°. (Bulletin of the State university of Iowa. University extension bulletin no. 6, July 4, 1914.)

1846. Smith, William Hawley. Vocational guidance. Industrial-arts magazine, 2: 234-40, December 1914.

The author gives his experience in vocationally guiding himself, the boys and girls whom he taught, and the boys employed in his furniture factory. He emphasizes two points in the matter of vocational guidance, first, inborn ability, and second, competitive efficiency.

## AGRICULTURE, SCHOOL GARDENS.

1847. Bricker, Garland Armor. Agricultural education for teachers. New York [etc.] American book company [1914] 172 p. Illus. 12°

1848. Burkett, Charles William; Stevens, Frank Lincoln and Hill, Daniel Harvey. Agriculture for beginners. Rev. ed. Boston, New York [etc.] Ginn and company [1914] 355 p. Illus. 12°. Accompanied by a pamphlet, How to teach agriculture, revised, 22 p.

1849. Joyce, Alice V. School gardening in Portland, Oregon. Nature-study review, 10: 275-81, October 1914. Read at the annual meeting of the National school garden association, Salt Lake City, July 11, 1913.

## HOME ECONOMICS.

1850. Palmer, Cornelia. A plan for the development of home economics along the line of practical education. Rural educator, 4:54-58, September-October 1914. Given a general scheme of home economics education from kindergarten to university.

## COMMERCIAL EDUCATION.

1851. Rose, Mary Swartz. Food for school boys and girls. New York city, Teachers college, Columbia university [1914] 15 p. diagr. 8°. (Teachers college bulletin, 5th ser. no. 12. Technical education bulletin no. 23)

1852. Kahn, Joseph and Klein, Joseph J. Principles and methods in commercial education; a text-book for teachers, students, and business men. New York, The Macmillan company, 1914. 439 p. 12°. Bibliography follows each chapter. This "pioneer work" aims to raise the standard of the commercial teacher and give the business man an appreciation of the value of a theoretical education in correlation with practical work. It considers mainly commercial education in secondary schools, because in these pedagogic training is most urgent.

## PROFESSIONAL EDUCATION.

1853. Graves, William W. Some factors tending toward inadequate instruction in nervous and mental diseases. Journal of the American medical association, 83: 1707-13, November 14, 1914. Discusses the present degree of indifference on the part of the medical profession generally toward neurology and psychiatry. Says that the standard medical curriculum of the schools does not devote sufficient time and space to these studies. Gives statistics of 85 medical schools in the United States showing time and place factors in neurology and psychiatry in the clinical years of the institutions. Says that medical educators "should consider neurology and psychiatry as fundamental and not as highly specialized clinical branches."

1854. Meltzer, S. J. Headship and organization of clinical departments of first-class medical schools. Science, n. s. 40: 620-28, October 30, 1914. Says that election to headship "must be based upon evidence that for the past years the appointee has been continuously a close student of modern medicine and showed efficiency in teaching, as well as in research, in the scientific and practical fields of medicine. The work of the department should be conducted with the aid of all three classes or groups, but especially with the aid of the scientific assistants."

1855. Whipple, George C. Public health education. Science, n. s. 40: 581-88. October 28, 1914. Discusses the school for health officers conducted by Harvard university and the Massachusetts institute of technology. Gives curriculum. Thinks it a mistake "to make the medical degree a prerequisite to public health positions."

1856. Wormser, I. M. The results of a comparative study of the examination questions framed by state boards of bar examiners. *Yale law journal*, 24: 34-42, November 1914.

Advocates raised standards of admission to the bar.

#### CIVIC EDUCATION.

1857. Kiernan, Frank. The great adventure of democracy. Preparing for it by self-government in the public schools. *Craftsman*, 26: 626-30, September 1914.

Good results from student self-government.

1858. Swain, Joseph. The relation of the teacher to American citizenship. *American primary teacher*, 33: 86-87, November 1914.

#### BOY SCOUTS.

1859. Oakes, G. H. Mayer. The educational aspect of the boy scout movement. *American schoolmaster*, 7: 337-51, October 1914.

A short survey of the boy scout movement, its organization and methods.

1860. Beaney, M. Jane. The psychology of the boy scout movement. *Pedagogical seminary*, 21: 407-11, September 1914.

#### EDUCATION OF WOMEN.

1861. Cauer, Friedrich. Primärer und primärerin. *Frauenbildung*, 13: 314-20, August 1914.

A dissenting reply to Gymnasialdirektor Dr. Georg Rosenthal's article on the same question in an earlier number of the same periodical.

A second reply to Dr. Rosenthal's article, by Rassfeld, follows in the same periodical, p. 320-27.

1862. Martin, Gertrude S. The education of women and sex equality. *Annals of the American academy of political and social science*, 56: 39-46, November 1914.

Says that woman is working her way "slowly and sometimes painfully toward a solution of her peculiar problem—how to reconcile the conflicting claims of her own individuality and of the race."

1863. Rosenthal, Georg. Der primärer und die primärerin: versuch einer vergleichenden charakteristik. *Frauenbildung*, 13: 217-30, May 1914.

A comparison of the differences in attitude to their studies of the young men and the young women in the upper classes of a gymnasium and a höhere mädchenschule in Berlin. On the whole, the young men are credited with higher qualifications. On the other hand, the writer wishes to be fair, and presents his conclusions as tentative conclusions only, incidentally making very acute reflections on pedagogical methods and purposes.

1864. Wood, Mary I. Civic activities of women's clubs. *Annals of the American academy of political and social science*, 56: 78-87, November 1914.

Foreword written by Mrs. F. V. Pennybacker. Work of women's clubs in promoting libraries, manual training, etc.

#### NEGROES AND INDIANS.

1865. Brown, John B. Indian school gardens in eastern Oklahoma. *Southern workman*, 48: 628-29, November 1914.

1866. Brown, John B. The "way out" for the Indian. *Indian school journal*, 15: 119-22, November 1914.

Extracts from an address before the Northeastern Oklahoma teachers' association.

The author thinks that the "way out" for the Indian is through the public school.

1867. Washington, Booker T. A remarkable triple alliance: how a Jew is helping the negro through the Y. M. C. A. *Outlook*, 108:485-92, October 28, 1914.  
The philanthropies of Julius Rosenwald. *Educational activities of Young Men's Christian association.*

## EDUCATION OF DEFECTIVES.

1868. Pierce, Jerry A. The experience system of speech. *Volta review*, 16: 730-44, October 1914.  
Writer says there is a strong similarity between learning a new language and acquiring a knowledge of speech-reading.

1869. Reeves, Edith. Care and education of crippled children in the United States. Introduction by H. H. Hart. New York, Survey associates, inc., 1914. 252 p. Illus. 8°. (Russell Sage foundation publication.)

## EDUCATION EXTENSION.

1870. Kruse, Paul J. Some problems of the evening school. *School review*, 22: 591-600, November 1914.  
Problems connected with the instruction of foreigners in English and civics. Selection of teachers, etc. Presents tables of statistics showing general attendance on evening schools since 1902-3.

1871. Wirt, William. A plan of organization for co-operative and continuation courses. *School Journal*, 81: 263-66, 280-81, October 1914.  
"We present the report of Mr. Wirt in detail, for it not only gives a clear idea of the purposes of the Gary plan, but also shows how that plan may be used in any school system."—Editor.

## LIBRARIES AND MUSEUMS.

1872. Herbert, Clara W. Children's libraries in the United States. *Journal of education* (London) 46:789-91, November 2, 1914 (supplement).  
Children's departments in public libraries. Cost of maintenance in 26 American cities, etc.

1873. Oliver, Thomas Edward. An American reader's impressions of some great European libraries. *Public libraries*, 19:377-82, November 1914.  
Writer visited the Royal library of Berlin, and one or two libraries in southern Germany, including Heidelberg; then the several great libraries of Paris, especially the Bibliothèque nationale; and finally the British museum in London.

1874. Rathmann, C. G. The museum and the schools in Europe. [Pittsburgh, Pa., 1914] p. 107-19. 8°.  
Reprinted from the *Proceedings of the American association of museums*, vol. viii, 1914.

1875. Root, Azariah S. The future development of college and university libraries. *Library journal*, 39: 811-15, November 1914.  
An address given before the New York library association at Ithaca, September 10, 1914.

1876. Warren, Irene. Teaching the use of books and libraries. *Education*, 35: 157-63, November 1914.  
Says that libraries in elementary, high, and advanced schools "need to be systematically organized by expert librarians, who have also a knowledge of school aims and methods."

## BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1877. Agricultural teaching. Papers presented at the fourth annual meeting of the American association for the advancement of agricultural teaching, Washington, D. C., November 11, 1913. Washington, 1914. 87 p. (Bulletin, 1914, no. 27)

1878. Bibliography of the relation of secondary schools to higher education. compiled by Raymond Lowrey Walkley. Washington, 1914. 57 p. (Bulletin, 1914, no. 32)
1879. Danish elementary rural schools, with some reference to seminaries for the training of rural teachers, by H. W. Foght. Washington, 1914. 45 p. plates. (Bulletin, 1914, no. 24)
1880. Important features in rural-school improvement, compiled from special reports of rural superintendents to the Bureau of Education, by W. T. Hodges. Washington, 1914. 55 p. (Bulletin, 1914, no. 25)
1881. The kindergarten in benevolent institutions. Washington, 1914. 16 p. (Bulletin, 1914, no. 29)
1882. The Montessori method and the kindergarten, by Elizabeth Harrison. Washington, 1914. 34 p. (Bulletin, 1914, no. 28)
1883. Music in the public schools, by Will Earhart. Washington, 1914. 81 p. (Bulletin, 1914, no. 33)
1884. Rural schoolhouses and grounds, by Fletcher B. Dresslar. Washington, 1914. 162 p. 44 plates. (Bulletin, 1914, no. 12)
1885. Some trade schools in Europe, by Frank L. Glynn. Washington, 1914. 76 p. plates. (Bulletin, 1914, no. 23)

## BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents issued below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (\*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.]

1906.

- †No. 1. Education bill of 1906 for England and Wales as it passed the House of Commons. Anna T. Smith.
- †No. 2. German views of American education, with particular reference to industrial development. William N. Hallmann.
- \*No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

1907.

- †No. 1. The continuation school in the United States. Arthur J. Jones.
- †No. 2. Agricultural education, including nature study and school gardens. James R. Jewell.
- †No. 3. The auxiliary schools of Germany. Six lectures by B. Maennel.
- †No. 4. The elimination of pupils from school. Edward L. Thorndike.

1908.

- †No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.
- \*No. 2. List of publications of the United States Bureau of Education, 1867-1907. 10 cts.
- \*No. 3. Bibliography of education for 1907. James Ingalls Wyer, Jr., and Martha L. Phelps. 10 cts.
- †No. 4. Music education in the United States; schools and departments of music. Arthur L. Manchester.
- \*No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
- \*No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
- \*No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 30 cts.
- \*No. 8. Statistics of State universities and other institutions of higher education partially supported by the State 1907-8. 5 cts.

1909.

- \*No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.
- \*No. 2. Admission of Chinese students to American colleges. John Fryer. 25 cts.
- \*No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
- †No. 4. The teaching staff of secondary schools in the United States; amount of education, length of experience, salaries. Edward L. Thorndike.
- No. 5. Statistics of public, society, and school libraries in 1908.
- \*No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- \*No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- \*No. 9. Bibliography of education for 1908-9. 10 cts.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- \*No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

1910.

- \*No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Show. 5 cts.
- No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
- †No. 3. List of publications of the United States Bureau of Education, 1867-1910.
- \*No. 4. The biological stations of Europe. Charles A. Kotoid. 50 cts.
- †No. 5. American schoolhouses. Fletcher B. Dressler.
- †No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1909-10.

## BULLETIN OF THE BUREAU OF EDUCATION.

1911.

- \*No. 1. Bibliography of science teaching. 5 cts.
- \*No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
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